

Middle School Drug Prevention and School Safety Program Coordinators

**Information and Application Procedures
for Fiscal Year 2001**

**National Programs – Federal Activities Grants Program
(CFDA #84.184K)**

Application Deadline:

February 23, 2001



**OMB# 1810-0551
Expiration Date: 11/30/2003**

**U.S. Department of Education
Office of Elementary and Secondary Education
Safe and Drug-Free Schools Program**

**A Brief
Introduction**

The Safe and Drug-Free Schools and Communities Act (SDFSCA) is the Federal government's largest single source of funding for drug and violence prevention programs in the Nation's schools. The State Grants portion of the Act provides funding to approximately 97 percent of school districts in the Nation to assist them in preventing violence in and around schools, promoting safety and discipline for students, and preventing the illegal use of alcohol, tobacco, and other drugs by school-aged youth.

SDFSCA National Programs Federal Activities Grant Program

The National Programs portion of the SDFSCA supports the development of innovative programs that (1) provide models or proven effective practices that will assist schools and communities around the Nation to improve their programs funded under the SDFSCA; and (2) develop, implement, evaluate, and disseminate new or improved approaches to creating safe and orderly learning environments in schools.

Eligibility

Only local educational agencies are eligible applicants under this competition.

Authority

This competition is authorized under Title IV, Section 4121 of the Elementary and Secondary Education Act of 1965, as amended by the Improving America's Schools Act of 1994 (Public Law 103-382).

Note to Applicants

This is a complete application package for the Middle School Drug Prevention and School Safety Program Coordinator(s) Program. This package, together with the statute authorizing the program and applicable Education Department General Administrative Regulations (EDGAR) contains all of the information, application forms, and instructions needed to apply for the grant.

The official documents governing this competition are the Notice of Final Priority and the Closing Date Notice published in the Federal Register on **December 27, 2000**. These notices also are available electronically at the following Web sites: www.ed.gov/offices/OESE/SDFS and www.ocfo.ed.gov/fedreg.htm.

Applicants should clearly indicate in Block #4 of the Standard Form 424, the CFDA number and alpha suffix of the competition **(84.184K)** for which funds are being requested.

Resumes of coordinators hired with these grant funds must be submitted to ED.

Deadline Extensions

Waivers for individual applications failing to meet the deadline will not be granted, regardless of the circumstances. Under very extraordinary circumstances the Department may change the closing date for a competition. When this occurs, the Secretary announces such a change in a notice published in the Federal Register.

**Estimated Range
of Awards**

Under this program, an estimated 125 awards, each ranging from \$145,000 to \$275,000, will be made. The Department of Education is not bound by any estimates in this application package.

**Length of
Projects**

Projects will be funded for one year with options for two additional years—contingent upon substantial progress. **[Note: Applicants requesting three year projects must submit ED Form 524 and a detailed budget narrative for each of the three years in order to be eligible for funding for each year.]**

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NOTICE TO APPLICANTS

I. The Government Performance and Result Act (GPRA)

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

As required by GPRA, the Department of Education has prepared a strategic plan for 1998-2002. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

GOAL 1: Help all students reach challenging academic standards so that they are prepared for responsible citizenship; further learning, and productive employment.

GOAL 2: Build a solid foundation for learning for all children.

GOAL 3: Ensure access to postsecondary education and lifelong learning.

GOAL 4: Make the Department of Education a high performance organization by focusing on results, service quality, and customer satisfaction.

The performance indicators for the Safe and Drug-Free Schools Program are part of the Department's plan for meeting goals 1 and 4. Among the Department's objectives for Goal 1 is to assure that **"schools are strong, safe, disciplined, and drug-free"**.

Performance Indicators for Safe and Drug-Free Schools

- By 2002, all drug prevention and school safety coordinators funded by the middle-school coordinator initiative will have received training to implement effective, research-based programs.
- By 2002, National programs grantees will demonstrate substantial progress toward achieving their results-based goals and objectives established in their applications.

II. General Requirements

LEAs that already have a drug prevention and school safety coordinator may request a grant to hire one or more additional coordinators. **Grants will not be awarded, however, to fund a staff position currently being funded by the LEA. Grants also will not be awarded to fund part-time coordinator positions.**

Contingent upon the availability of funds, the Secretary may make additional awards in FY 2002 from the rank-ordered list of unfunded applicants from this competition.

III. Program Specific Information

Definitions:

(a) Middle school—For purposes of this Competition, a middle school is defined as any school serving students in two or more grades from grades 5 through 9. **(Note: Students in grades lower than 5 or higher than 9 are not eligible to be served or affected under this priority.)**

(b) Local educational agencies (LEAs) with the most significant problems in their middle schools are defined as those that have identified drug use, drug prevention and school safety as serious problems in their most recent needs assessment and have taken one or more of the following actions within the 12 months preceding the date of this announcement:

- (1) Suspended, expelled, or transferred to Alternative schools or programs at least one middle school student for possession, distribution, or use of alcohol or drugs, including tobacco;
- (2) Referred for treatment of substance abuse at least five middle school students;
- (3) Suspended, expelled, or transferred to Alternative schools or programs at least one middle school student for possession or use of a firearm or other weapon; or
- (4) suspended, expelled, or transferred to alternative schools or programs at least five middle school students for physical attacks or fights.

Eligible Applicants

Local Educational Agencies only.

Training

All coordinators hired with grant funds under this competition are required to attend ED-sponsored training of up to two weeks during the first year of the grant and additional days in years two and three as may be required by ED. Applicants should budget for travel, hotel, meals and ground transportation costs for each coordinator supported by the grant. For planning purposes, applicants may assume the training will take place in Washington, D.C.

Length of Award

One initial year, with two additional years of continuation grants contingent upon proof of substantial progress.

Evaluation Requirements

Successful applicants are required to evaluate activities funded under this competition. In addition, the Department of Education is conducting a national evaluation of the Safe and Drug-Free Schools and Communities (SDFSC) Middle School Drug Prevention and School Safety Program Coordinator(s) Projects in order to test this approach as a means of improving programming for drug prevention education and school safety. Baseline information for the national evaluation of the program must be submitted as part of this application. **(See pages 20-23).** This information will **not** be evaluated by reviewers and will **not** form part of the scoring criteria for determining grant awards.

Information from applicants chosen to participate in the evaluation will be used by the Department of Education's evaluation contractor to assess program changes as a result of the coordinator's work. Grantees must agree to participate in the evaluation as a condition of receiving a grant; unsuccessful applicants may be invited to participate, but are not required to participate.

IV. Application Information and Selection Criteria – Middle School Drug Prevention and School Safety Coordinators Grant (84.184K)

Background

The need for school-based drug prevention and school safety programs to incorporate strategies of demonstrated effectiveness is well established. In 1998, the Department of Education established a set of Principles of Effectiveness for the use of Safe and Drug-Free Schools funds. These Principles call for grant recipients: (1) to base their program selections on a needs assessment, (2) to develop measurable goals and objectives for their prevention programs, (3) to implement research-based, effective programs; and (4) to evaluate their success at regular intervals and use the evaluation findings to improve programming.

In order to assist schools to select prevention programs of demonstrated effectiveness that are responsive to their needs, the Department has undertaken several initiatives designed to enhance knowledge of what works and expand the inventory of effective programs. Among these is the establishment of an expert panel on drug-free, safe, and disciplined schools. The panel is made up of prominent scholars and researchers whose task is to oversee a valid and reliable process for identifying and designating as promising and exemplary school-based programs that promote safe, disciplined, and drug-free schools.

In addition, under the Safe and Drug-Free Schools Recognition Program the Department will identify and honor schools that have implemented programs of demonstrated effectiveness in reducing student drug use, reducing violent behavior, and creating safe and orderly environments for learning.

Finally, the Department is supporting demonstration projects designed to test and validate comprehensive prevention approaches that can be used by schools across the Nation.

The SDFS Middle School Drug Prevention and School Safety Program Coordinator Initiative will support the recruiting, hiring, and training of one or more full-time staff to oversee implementation of drug prevention and school safety programs for middle school students. Research suggests that the presence of a full-time coordinator will result in improved programming and, by extension, lead to improved program outcomes. A well-trained staff member who is familiar with the research on effective prevention programming and who uses the approach to implementation set out in the Principles of Effectiveness will be better able to make informed and appropriate choices in designing and implementing prevention programs to meet the needs of students in the schools they serve.

Findings from a longitudinal study of 19 drug prevention programs in school districts undertaken by the Department of Education indicate that prevention program coordinators can play an important role in the quality of program implementation, particularly when coordinators are able to devote a significant amount of time to such programming. The study also provides the following caution:

The most common barrier to achieving full implementation of prevention programs is a lack of leadership by the program coordinator, a situation frequently exacerbated by the coordinator having other responsibilities within the district.

Other barriers include: program coordinators who do not consistently follow through to monitor the activities being implemented in the schools; a lack of awareness by the program coordinators or other district administrators of the full spectrum of prevention strategies that might be employed; community members who do not believe there are drug problems among their youth; and other

district priorities that—while they may be desirable for other reasons—interfere with prevention efforts (Silvia, E.S. & Thorne, J. (1997) *School-based Prevention Programs: A Longitudinal Study in Selected School Districts. Executive Summary. Final Report.* Washington, D.C.: U.S. Department of Education.)

In summary, in order to have maximum effect, coordinators should be employed full-time in drug prevention and school safety programming, be well trained, be familiar with prevention research, and be careful in monitoring program implementation in the school(s).

Note: This is a hiring grant. Funds may not be used to support prevention programs, provide direct services to students, purchase curriculum materials (except for use by the coordinator), or fund any other activity not directly related to the duties of the coordinator.

ABSOLUTE PRIORITY

Under the absolute funding priority for this grant competition, LEAs with significant drug, discipline, or safety problems in their middle schools must propose projects that:

(1) recruit, hire and train full-time drug prevention and school safety program coordinator(s) for middle schools with significant drug, discipline, and school safety problems; and

(2) require coordinator(s) hired with funds to perform at least the following functions in one or more middle schools with significant drug, discipline, or school safety problems:

- (a) identify research-based drug and violence prevention strategies;
- (b) assist schools in adopting the most successful strategies, including training of teachers, staff and relevant partners as needed;
- (c) develop, conduct, and analyze assessments of school crime and drug problems;
- (d) work with community agencies and organizations to ensure that students' needs are met;
- (e) work with parents and students to obtain information about effective programs and strategies and encourage their participation in development and implementation;
- (f) facilitate evaluation of prevention programs and strategies and use findings to modify programs, as needed;
- (g) identify additional funding sources for drug prevention and school safety programming;
- (h) provide feedback to SEAs on programs and activities that have proven to be successful in reducing drug use and improving school safety;
- (i) coordinate with student assistance and employee assistance programs; and
- (j) link other educational resources, e.g. Title I compensatory education funds, to programs and strategies that serve to create safer, more orderly schools; and

(3) have measurable goals and objectives and report annually on progress toward meeting those goals and objectives.

The Secretary funds under this competition only applications that meet this absolute priority.

LEAs may apply in consortia with one or more adjacent LEAs; however, each participating LEA must ensure that all requirements of the priority for this competition are met.

Eligibility

Please note: **This is a hiring grant.** In order to be eligible for an award, applications must:

- (1) be submitted by an LEA;
- (2) meet one or more of the criteria for an LEA with significant drug, discipline, or school safety problems in its middle schools;
- (3) propose to hire one or more **full-time** drug prevention and school safety program coordinator(s) to serve at least one middle and no more than seven middle schools;
- (4) limit the coordinator(s) activities to coordination of prevention programs and services for two or more grades from 5 through 9; **(Note: Grades below 5 and above 9 are not eligible to be served under this priority.)**
- (5) propose coordinators' duties that meet at least the minimum standard outlined in this priority notice; and
- (6) ensure that all coordinators hired with funds awarded under this priority, at a minimum, have a degree from an accredited four year institution of higher education and an academic background or equivalent work experience in a field related to youth development such as education, psychology, sociology, social work, or nursing; and
- (7) participate in any training required by the Department.

Applications that fail to meet **all** of the

Complete Application Contents

requirements listed above will **not** be read and will **not** receive a grant award under this competition.

A completed application for assistance under this competition consists of two parts:

- (1) all forms and assurances that must be submitted in order to receive a grant and
- (2) a detailed narrative description of the proposed project and the budget to support it.

Applicants should carefully review the Selection Criteria on pages 16-19 for information on items that must be covered in the narrative description.

Each eligible application filed by the deadline date will be reviewed by a panel of nonfederal readers with experience in drug prevention, school safety or other youth development specialty.

The panel will award points ranging from zero to twenty-five for each of four selection criteria based on the quality and completeness of the narrative description. In describing the proposed project, applicants should take care to provide a comprehensive response to all of the items under the selection criteria that are preceded by a number and by a letter. Applications that fail to fully address selection criteria will be read, however, experience suggests they may not score well enough to be funded.

Selection Criteria

The following selection criteria will be used to evaluate applications for new grants under this competition. The maximum score for all of these criteria is 100 points.

(1) Need for the project (25 points)

Applicants must:

- a) Describe the drug, violence, or safety problems in middle schools that will be served by coordinator(s) funded by these grants;
- b) Provide data on the number of students in grades five through nine who were suspended, expelled, or transferred to alternative settings

for drug use or violent behavior during the 12 months preceding the date of this announcement;

- c) Explain how the coordinator(s) will make a difference in the drug prevention and safety problems at the middle schools to be served by this initiative; and
- d) Describe how the position(s) funded by this grant will be coordinated with existing prevention programs and staff.

In determining the need for proposed project, the following factor is considered:

- A. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

(2) Quality of the project design (25 points)

Applicants must:

- a) Provide a detailed description of their plan for bringing about changes in the type and quality of drug prevention and school safety programs for students in grades five through nine; and
- b) Describe how the community will be involved in designing and supporting these programs.

The following factors are considered in determining the quality of the project design:

- A. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population;
- B. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance;
- C. The extent to which the proposed project will establish linkages with other appropriate

agencies and organizations providing services to the target population, including community coalitions;

- D. The extent to which the proposed project encourages parental involvement in the development and implementation of the project; and
- E. The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

(3) Adequacy of Resources (25 Points)

Applicants must:

- a) Describe their plan for supporting and institutionalizing the coordinator(s) position into the district's permanent staffing structure, including how they will ensure its continuation when Federal funding ends;
- b) Explain how this coordinator position will be integrated into the staffing structure of the district as whole, including where the coordinator will be housed and to whom the coordinator will report;
- c) Explain the district's plan to support the authority of the coordinator to design, select and implement prevention initiatives, and
- d) Explain how information developed by coordinators will be used by LEA policymakers.

Factors considered in determining the adequacy of resources are:

- A. The adequacy of support, including facilities, equipment, supplies, and other resources from the applicant organization or the lead applicant organization;
- B. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits;
- C. The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support; and

- D. The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.

(4) Quality of the Project Evaluation (25 Points)

Applicant must:

- a) Provide a detailed description of their plan to evaluate implementation of the coordinator initiative with particular attention to how prevention strategies have changed as a result of the coordinator's efforts and the effects on student outcomes; and
- b) Agree to cooperate with any national evaluation of the coordinator initiative that the Secretary may require.

In determining the quality of the project evaluation, the following factors are considered:

- A. The extent to which the methods of evaluation are appropriate to the context within which the project operates;
- B. The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies; and
- C. The extent to which the methods of evaluation will provide performance feedback and permit the periodic assessment of progress toward achieving intended outcomes.

Baseline Information

Baseline Evaluation Information

The following information is required of ALL applicants. It will only be used as part of the national evaluation of the middle school drug prevention and school safety coordinator initiative. There are no right or wrong answers. This information will NOT be used to score or otherwise evaluate your application for funding.

1. Name of Applicant:
2. Address:
3. Project Director:
4. In your district's most recent needs assessment, what types of data on drug, discipline, or problems with school safety did your district collect and/or review? When was this needs assessment conducted?
5. What factors did your district consider in selecting or developing drug prevention and school safety programming for 2000-2001?
6. Did your district review research on the effectiveness of prevention activities as part of the process of planning your drug prevention and school safety program for 2000-2001? If yes, how did your district conduct this review, and what types of research were included?
7. Please name and briefly (one or two sentences each) describe the drug prevention and school safety program activities your district implemented in 2000-2001. (If your district implemented a large number of

activities, you may limit your list to the most significant in terms of time or costs.)

8. Give the names of any specific programs or strategies used in 2000-2001 by the district or by the schools that will be served by the middle school coordinator:
9. What did your district do in 2000-2001 to monitor the quality of implementation of SDFSCA-sponsored prevention activities?
10. What did your district do to evaluate or assess the outcomes of effectiveness of prevention activities funded in 2000-2001 SDFSCA? How did your district use the information from these evaluations or assessments?
11. What steps did your district take as part of reviewing research on the effectiveness of potential programs during your district's drug and violence prevention planning process? Did your district...

YES NO

- a. Review an evaluation of the proposed program? _____
- b. Talk with people identified as satisfied customers of the proposed program? _____
- c. Read professional journals? _____
- d. Look up program information on the Internet? _____
- e. Discuss potential program with staff from a local comprehensive regional Technical assistance center? _____
- f. Discuss potential program with state

SDFSCA staff? _____

g. Discuss information found in items a-f above with other district staff or members of the SDFSCA advisory board? _____

h. Take any other steps? Please specify.

12. Which of the following phrases best defines what you consider to be research-based programs? Would you say...

_____ Programs that have been recommended as effective by people who have marketed them, i.e. sales people;

_____ Programs that have been recommended as effective by colleagues;

_____ Programs that have been advertised in magazines;

_____ Programs that have been reviewed in magazines or journals;

_____ Programs that have been evaluated by prevention researchers;

_____ Programs that prevention researchers have demonstrated to be effective in controlled evaluations;

_____ Federally sponsored programs with demonstrated effectiveness; or

_____ Some other type of program? (**Please specify**)

13. During 2000-2001, what was the minimum number of hours of drug prevention and school safety programs required annually for students in your district at...

a. elementary schools? _____

b. middle schools? _____

c. senior high schools? _____

14. During the 2000-2001 school year, how many schools in your district had a drug

prevention or school safety "advocate" or
"specialist" working...

- a. full-time? _____
- b. part-time? _____
- d. quarter-time? _____

15. What was the total number of people (actual individuals, not FTE) working in schools during the 2000-2001 school year as drug prevention or school safety "advocates" and specialists"?

_____ Total number of people working as "advocates" or "specialists."

16. In addition to prevention "advocates" and "specialists" who are assigned to specific schools, how many district-wide drug prevention and school safety coordinators did your district have? _____ (A district-wide coordinator is responsible for all or a substantial portion of schools in the district.)

17. Please provide a copy of the results from your district's most recent survey(s) of students that provide(s) information on as many of the following as you have available:

- a. Prevalence of student drug/alcohol/tobacco use;
- b. Student attitudes related to drug/alcohol/tobacco use, and
- c. Prevalence of student involvement with violence/crime/ disorder (e.g., victimization, weapon carrying, involvement in fights).

18. Please provide a copy of your district's most recent report showing:

- a. Numbers of incidents of crime/violence/disorderly behavior in schools, Including violations of drug policies, and

- b. Numbers of suspensions, expulsions, and referrals to alternative educational settings for crime/violence/disorderly behavior in schools, including violations of drug policies.

V. Application Contents

Preparing the Application

A completed application for assistance under this competition consists of two parts: (1) all forms and assurances that must be submitted in order to receive a grant and (2) a detailed narrative description of the proposed project and the budget to support it. Applicants should carefully review the Selection Criteria on pages 16 through 19 for information on items that must be covered in the narrative description. Each eligible application received by the deadline date will be review by a panel of nonfederal readers with experience in school-based prevention programs and other relevant disciplines.

The panel will award up to a total of 100 points for the selection criteria based on the quality and completeness of the narrative description.

Organizing the Application

We recommend that applicants organize the information in their application in the following order. All pages should be numbered consecutively to make review and evaluation easier.

1. Application for Federal Assistance: (ED Form 424, REV 1.12.99). In Item 4 of the 424, clearly identify the Catalog of Federal Domestic Assistance (CFDA) Number and the Title of the competition under which funds are being requested. Please include the following: **CFDA # 84.184K**.
2. Table of contents: An itemized listing of each section of the application package, including page numbers.
3. Budget Information: (Standard Form 524). Provide amounts for major budget categories. Note that a budget must be submitted for each year in which funds are requested. Failure to supply a budget for

each year of the project will result in no funding for those years.

4. Budget Justification: List on letter-size plain white paper the amounts and sources of all funds, both Federal and non-Federal, that will be used for this project. Expenditures should be broken down according to the categories on the budget summary form (ED 524). Provide an explanation of how the indirect cost rate is calculated. Be sure to include a budget and narrative description for each year of funding requested.
5. Program Abstract: Clearly mark this page with the applicant/organizational name as shown in item 1 of the ED Form 424 and the title of the project as shown in item 13 of the same Form. The summary, not to exceed one page, should accurately and concisely reflect the proposal and include a description of the objectives of the project, approaches to be used, and the outcomes expected.
6. Program Narrative Statement: Applicants should organize the program narrative according to the selection criteria specified in Section IV. The narrative should address all the criteria and all of the factors under each criterion. The pages of the narrative section must be numbered and should be limited to **25 typed** pages, double-spaced, printed only on one side, with at least ½ inch margins. It is in the best interest of applicants to ensure that the narrative statement is easy to read, logically developed in accordance with selection criteria, and fully addresses each rating factor.

Assurances

Assurances: (Standard Form 424B, ED 80-0013)

Non-Construction Programs

Certification Regarding Drug-Free Workplace, Certification Regarding Debarment, Certification Regarding Lobbying and Certification Regarding Environmental Tobacco Smoke.) Of these forms, only the Standard Form 424B and the Certification Regarding Lobbying need to be signed and returned with the application. **By signing the Standard Form 424B, the applicant agrees to abide by requirements regarding drug-free workplace, debarment and environmental tobacco smoke.**

Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is OMB No. 1810-0551. Expiration date: 11/30/2003. The time required to complete this information collection is estimated to average 20 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Safe and Drug-Free Schools Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., SW, Room 3E300, FOB#6, Washington, D.C. 20202-6123

GEPA 427 Requirements

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. **All applicants for new awards must include information in their application to address this provision, summarized below, in order to receive funding under this program.**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address; gender, race, national origin, color, disability, or age. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

NOTE: A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use Federal funds awarded to it to eliminate

barriers it identifies.

Examples

The following examples help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a Model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it tends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Paperwork Burden Statement for GEPA 427

The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the times estimate or suggestions for improving this form, please

write to: U.S. Department of Education,
Washington, DC 20202-4651.

**VI. Application
Submission
Procedures**

Number of Copies

To be considered for a grant, each applicant must submit a signed original and two additional copies of the grant application, including all attachments, to the application receipt point specified below. The original copy of the application must have an original signature, signed in black ink. Each copy must be stapled in the upper left corner or bound at the left margin. All copies of the application must be submitted in a single package. **Do not submit audio or video tapes or CD Roms as part of the application, they cannot be evaluated during the review process.**

In addition to the three required copies, applicants are requested, but not required, to submit a fourth complete copy of the application.

Closing Date

For the grant programs in this announcement, applications must be postmarked by midnight on **February 23, 2001.**

NOTE: Applications postmarked after this date **will not** be read.

Mail Address

Applications sent by mail should use the following address:

U.S. Department of Education
Application Control Center
Room 3633, ROB#3
Attention: CFDA: 84.184K
Washington, D.C. 20202-4725

Hand Delivery

Applications to be hand-delivered should use

the following address:

U.S. Department of Education
Application Control Center
Attention: CFDA # 84.184K
Room 3633
Regional Office Building #3
7th and D Streets, SW
Washington, D.C.

Applicants planning to use overnight delivery services are advised to send applications at least 48 hours in advance of the closing date. Applicants should also request written confirmation of delivery from the overnight service.

Notes

The Application Control Center will mail a Grant Application Receipt Acknowledgement to each applicant. If an applicant fails to receive the notification of application receipt within 15 days from the date of mailing the application, the applicant should call the U.S. Department of Education Application Control Center at (202) 708-9494.

FOR FURTHER INFORMATION CONTACT: Ms. Deirdra Hilliard, Safe and Drug-Free Schools Program, U.S. Department of Education, 400 Maryland Ave., SW, Room 3E256, FOB #6, Washington, D.C. 20202-6123, (202) 260-2643 or by email at Deirdra_Hilliard@ed.gov. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

Information about the Department's funding opportunities, including copies of application notices for discretionary grant competitions, can be viewed on the Department's electronic bulletin board (ED Board), telephone (202) 260-9950; or on the Internet Gopher Server at (under Announcements, Bulletins and Press Releases); or on World Wide Web at

<http://www.ed.gov/money.html>).

VII. Intergovernmental Review of Federal Programs

Objective

This grant competition is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79.

The objective of the Executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government Coordination and review of proposed Federal financial assistance.

Contact

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive order. **The name and address of each State Single Point of Contact is contained in this application package.**

A copy of the applicant's letter to the State Single Point of Contact must be included with the application.

In States that have not established a process or chosen a program for review, State, area-wide, regional, and local entities may submit comments directly to the Department.

Deadline

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, area-wide, regional, and local entities must be received by March 23, 2001, at the following address: The Secretary, E.O.12372—**CFDA 84.184K**, U.S. Department of Education, Room 6213, 400 Maryland Ave., SW, Washington,

D.C. 20202-0125.

Recommendations or comments may be hand-delivered until 4:30 p.m. on March 23, 2001. **PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.**

VII. Appendices and Forms

This section should contain any supplementary information or documents that applicants may choose to submit in support of the applicant's capacity and preparation to undertake the proposed project.

Such documents may include resumes; letters of agreement with cooperating entities, if appropriate; evaluation results; or other materials. Do not include budget or program narrative information in this section.

All forms required to submit application package are **available electronically at the following web site:**

<http://www.ed.gov/GrantApps/>

AUTHORIZING LEGISLATION

The Fiscal Year 2001 appropriations bill authorizes \$50 million under National Programs for the Middle School Drug Prevention and School Safety Program Coordinators Initiative. Of this amount, \$26,370,000 will be used to fund new, competitive grants to local educational agencies to fund the recruitment, training and employment of drug and school safety program coordinators at those middle schools with the worst drug, discipline and violence problems. The remaining \$25 million will fund continuations and training and technical assistance.

TITLE IV--SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

`` SEC. 4001. SHORT TITLE.

`` This title may be cited as the ` Safe and Drug-Free Schools and Communities Act of 1994'.

`` SEC. 4002. FINDINGS.

`` The Congress finds as follows:

`` (1) The seventh National Education Goal provides that by the year 2000, all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment that is conducive to learning.

`` (2) The widespread illegal use of alcohol and other drugs among the Nation's secondary school students, and increasingly by students in elementary schools as well, constitutes a grave threat to such students' physical and mental well-being, and significantly impedes the learning process. For example, data show that students who drink tend to receive lower grades and are more likely to miss school because of illness than students who do not drink.

`` (3) Our Nation's schools and communities are increasingly plagued by violence and crime. Approximately 3,000,000 thefts and violent crimes occur in or near our Nation's schools every year, the equivalent of more than 16,000 incidents per school day.

`` (4) Violence that is linked to prejudice and intolerance victimizes entire communities leading to more violence and discrimination.

`` (5) The tragic consequences of violence and the illegal use of alcohol and drugs by students are felt not only by students and such students' families, but

by such students' communities and the Nation, which can ill afford to lose such students' skills, talents, and vitality.

`` (6) While use of illegal drugs is a serious problem among a minority of teenagers, alcohol use is far more widespread. The proportion of high school students using alcohol, though lower than a decade ago, remains unacceptably high. By the 8th grade, 70 percent of youth report having tried alcohol and by the 12th grade, about 88 percent have used alcohol. Alcohol use by young people can and does have adverse consequences for users, their families, communities, schools, and colleges.

`` (7) Alcohol and tobacco are widely used by young people. Such use can, and does, have adverse consequences for young people, their families, communities, schools, and colleges. Drug prevention programs for youth that address only controlled drugs send an erroneous message that alcohol and tobacco do not present significant problems, or that society is willing to overlook their use. To be credible, messages opposing illegal drug use by youth should address alcohol and tobacco as well.

`` (8) Every day approximately 3,000 children start smoking. Thirty percent of all secondary school seniors are smokers. Half of all new smokers begin smoking before the age of 14, 90 percent of such smokers begin before the age of 21, and the average age of the first use of smokeless tobacco is under the age of 10. Use of tobacco products has been linked to serious health problems. Drug education and prevention programs that include tobacco have been effective in reducing teenage use of tobacco.

`` (9) Drug and violence prevention programs are essential components of a comprehensive strategy to promote school safety and to reduce the demand for and use of drugs throughout the Nation. Schools and local organizations in communities throughout the Nation have a special responsibility to work together to combat the growing epidemic of violence and illegal drug use and should measure the success of their programs against clearly defined goals and objectives.

`` (10) Students must take greater responsibility for their own well-being, health, and safety if schools and communities are to achieve the goals of providing a safe, disciplined, and drug-free learning environment.

`` **SEC. 4003. PURPOSE.**

`` The purpose of this title is to support programs to meet the seventh National Education Goal by preventing violence in and around schools and by strengthening programs that prevent the illegal use of alcohol, tobacco, and drugs, involve parents, and are coordinated with related Federal, State, and

community efforts and resources, through the provision of Federal assistance to--

` `(1) States for grants to local educational agencies and educational service agencies and consortia of such agencies to establish, operate, and improve local programs of school drug and violence prevention, early intervention, rehabilitation referral, and education in elementary and secondary schools (including intermediate and junior high schools);

` `(2) States for grants to, and contracts with, community-based organizations and other public and private nonprofit agencies and organizations for programs of drug and violence prevention, early intervention, rehabilitation referral, and education;

` `(3) States for development, training, technical assistance, and coordination activities;

` `(4) public and private nonprofit organizations to conduct training, demonstrations, and evaluation, and to provide supplementary services for the prevention of drug use and violence among students and youth; and

` `(5) institutions of higher education to establish, operate, expand, and improve programs of school drug and violence prevention, education, and rehabilitation referral for students enrolled in colleges and universities.

` ` SEC. 4004. FUNDING.

` ` There are authorized to be appropriated--

` `(1) \$630,000,000 for fiscal year 1995, and such sums as may be necessary for each of the four succeeding fiscal years, for State grants under subpart 1; and

` `(2) \$25,000,000 for fiscal year 1995, and such sums as may be necessary for each of the four succeeding fiscal years, for national programs under subpart 2.

` ` Subpart 2--National Programs

` ` SEC. 4121. FEDERAL ACTIVITIES.

` `(a) Program Authorized.--From funds made available to carry out this subpart under section 4004(2), the Secretary, in consultation with the Secretary of Health and Human Services, the Director of the Office of National Drug Control Policy, the Chair of the Ounce of Prevention Council, and the Attorney General, shall carry out programs to prevent the illegal use of drugs and violence among, and promote safety and discipline for, students at all educational levels from preschool through the post secondary level. The Secretary shall carry out such

programs directly, or through grants, contracts, or cooperative agreements with public and private nonprofit organizations and individuals, or through agreements with other Federal agencies, and shall coordinate such programs with other appropriate Federal activities. Such programs may include--

- ` `(1) the development and demonstration of innovative strategies for training school personnel, parents, and members of the community, including the demonstration of model pre-service training programs for prospective school personnel;
- ` `(2) demonstrations and rigorous evaluations of innovative approaches to drug and violence prevention;
- ` `(3) the provision of information on drug abuse education and prevention to the Secretary of Health and Human Services for dissemination by the clearinghouse for alcohol and drug abuse information established under section 501(d)(16) of the Public Health Service Act;
- ` `(4) the development of curricula related to child abuse prevention and education and the training of personnel to teach child abuse education and prevention to elementary and secondary schoolchildren;
- ` `(5) program evaluations in accordance with section 14701 that address issues not addressed under section 4117(a);
- ` `(6) direct services to schools and school systems afflicted with especially severe drug and violence problems;
- ` `(7) activities in communities designated as empowerment zones or enterprise communities that will connect schools to community-wide efforts to reduce drug and violence problems;
- ` `(8) developing and disseminating drug and violence prevention materials, including video-based projects and model curricula;
- ` `(9) developing and implementing a comprehensive violence prevention strategy for schools and communities, that may include conflict resolution, peer mediation, the teaching of law and legal concepts, and other activities designed to stop violence;
- ` `(10) the implementation of innovative activities, such as community service projects, designed to rebuild safe and healthy neighborhoods and increase students' sense of individual responsibility;
- ` `(11) grants to noncommercial telecommunications entities for the production and distribution of national video-based projects that provide young people with models for conflict resolution and responsible decision-making;

` `(12) the development of education and training programs, curricula, instructional materials, and professional training and development for preventing and reducing the incidence of crimes and conflicts motivated by hate in localities most directly affected by hate crimes; and

` `(13) other activities that meet unmet national needs related to the purposes of this title.

` `(b) Peer Review.--The Secretary shall use a peer review process in reviewing applications for funds under this section.

STATE SINGLE POINT OF CONTACT

Note: In accordance with Executive Order #12372, this listing represents the designated State Single Points of Contact. Because participation is voluntary, some States and Territories no longer participate in the process. These include: Alabama, Alaska, American Samoa, Colorado, Connecticut, Hawaii, Idaho, Kansas, Louisiana, Massachusetts, Minnesota, Montana, Nebraska, New Jersey, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Vermont, Virginia, and Washington.

The jurisdictions not listed no longer participate in the process. However, an applicant is still eligible to apply for a grant or grants even if its respective State, Territory, Commonwealth, etc. does not have a State Single Point of Contact.

ARIZONA

Joni Saad
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3800 North Central Avenue,
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CALIFORNIA

Grants Coordination
State Clearinghouse
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P.O. Box 3044, Room 222
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GEORGIA

Georgia State Clearinghouse
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KENTUCKY

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Kentucky State Clearinghouse
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WISCONSIN

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TERRITORIES**GUAM**

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Office of the Governor
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PUERTO RICO

Norma Burgos/Jose E. Caro
Puerto Rico Planning Board
Federal Proposals Review Office
Minillas Government Center
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Note: This list is based on the most current information provided by the States. Information on any changes or apparent errors should be provided to Sherron Duncan at (202) 395-3120 at the Office of Management and Budget and to the State in question. Changes to the list will only be made upon formal notification by the State. The list is also published biannually in the Catalog of Federal Domestic Assistance

REQUIRED FORMS
FOR THE
SAFE AND DRUG-FREE SCHOOLS PROGRAM
APPLICATION PROCESS

MIDDLE SCHOOL DRUG PREVENTION
AND SCHOOL SAFETY
PROGRAM COORDINATORS

CFDA NUMBER :
84.184K

IX. Application Checklist:

USE THE FOLLOWING CHECKLIST FOR SUBMITTING THE APPLICATION PACKAGE:

- _____ An original and three copies of the application. Each page of the application should be numbered consecutively.
- _____ All forms in the original application that require a signature are signed in **black** ink.
- _____ DUNS Number supplied on SF 424. (See inside back cover for instructions on obtaining a DUNS #.)
- _____ Tax Identification Number supplied on SF 424. (See inside back cover for instructions on including the Tax ID #.)
- _____ The application face sheet (SF 424)
- _____ A one-page project abstract
- _____ A narrative description of the project (up to 25 pages)
- _____ A budget summary page and a supporting budget narrative (Separate budgets and supporting narrative must be submitted for each year funding is requested.)
- _____ All applications must include the required forms, assurances and certifications. Required forms listed below:
 - (1) SF 424 – Application for Federal Assistance and Instructions
 - (2) ED 524 – Budget Information, Non-Construction Programs and Instructions
 - (3) SF 424B – Assurances, Non-Construction Programs
 - (4) ED80-0013 – Certifications Regarding Lobbying; Debarment, Suspension & Other Responsibility Matters; and Drug-Free Workplace Requirements
 - (5) ED80-0014 – Certification Regarding Debarment, Suspension, Ineligibility & Voluntary Exclusion – Lower Tier Covered Transactions
 - (6) SF LLL – Disclosure of Lobbying Activities and Instructions
- _____ GEPA Section 427 Requirement
- _____ A copy of the letter to the State Single Point of Contact

X. Other Information

ADDRESS AND DEADLINE DATE:

Safe and Drug-Free Schools Program
ATTN: CFDA # 84.184K
U.S. Department of Education
Application Control Center
Room 3633, ROB 3
Washington, DC 20202-4725

Reminder: Applications must be post marked not later than 12:00 Midnight

February 23, 2001

GRANT APPLICATION RECEIPT ACKNOWLEDGMENT

If you fail to receive the notification of application receipt within fifteen (15) days from the date of mailing, call:

U.S. Department of Education
Application Control Center
(202) 708-9493

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page: <http://www.ed.gov/>(WWW address)
<gopher://gopher.ed.gov/>(Gopher address)

OCFO Web Internet Page <http://ocfo.ed.gov/>(WWW address)

DUNS NUMBER INSTRUCTIONS

Please provide your organization's D-U-N-S Number. If you do not currently have a D-U-N-S Number you can obtain one at no charge by calling **1-800-333-0505** or by completing a D-U-N-S Number Request form. **Please Note: We cannot make a grant award without this number.** The form can be obtained via the Internet at the following URL:

www.dnb.com/dunsno/whereduns.htm

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built-in check digit helps assure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S Numbers to over 43 million companies worldwide.